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AUTHOR Serow, Robert; And Others
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ABSTRACT

Carolina PALS (Programmed Alternative Learning for Students) is a program designed to meet the educational, social, and emotional needs of students with mild disabilities in grades 3-10, by having one special education teacher and one regular teacher share teaching in the regular classroom. In 1992-93, the program operated in 50 schools, reaching 856 special education students and 4,502 regular education students. A survey of 179 teachers concerning the effectiveness of the PALS program examined student outcomes, implementation, team teaching, and program administration. Teachers felt that the PALS program had positive effects on student outcomes, both academically and socially. Teachers who volunteered to participate in PALS had more positive feelings toward it than teachers who were assigned to participate. Most teachers agreed that it was appropriate to modify assignments for PALS students. Most teachers were also positive about the team teaching model. Special education teachers were generally more positive about program administration than regular teachers. One third of respondents believed that the number of students in the PALS class was increased because there were two teachers. Most teachers were negative about having sufficient planning time for PALS. Appendixes provide a copy of the survey form and survey data. (JDD)

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EVALUATION REPORT: TEACHER SURVEY ON CAROLINA PALS

Department of Evaluation and Research
Wake County Public School System

July 1994

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EVALUATION REPORT: TEACHER SURVEY ON CAROLINA PALS

REPORT SUMMARY

Authors: Robert Serow, Alissa Bernholc, Kirk Grotjohn, and Karen Banks

BACKGROUND

Carolina PALS (Programmed Alternative Learning for Students) is an innovative program designed to meet the educational, social, and emotional needs of mildly handicapped students and others. The traditional approach is to pull students out of their classroom for part of the school day to receive instruction in resource rooms. In PALS, one special education teacher and one regular teacher share teaching in the regular classroom.

The Carolina PALS program was developed through the collaboration of the Wake County Public School System (WCPSS) and the University of North Carolina at Chapel Hill and was originally funded by a grant from the U.S. Department of Education. In 1992-93, the program operated in 50 schools (33 elementary, 11 middle, and 6 high schools), reaching 856 special education students and 4,502 regular education students. Students participating were in grades 3-10.

To evaluate the effectiveness of the PALS program, a teacher survey, teacher interviews, and classroom observations were conducted. This report will focus exclusively on the survey results since the other two methods of evaluation only included a small number of teachers and are therefore less likely to be representative of all PALS teachers and classrooms. The survey results were examined in four categories: student outcomes, implementation, team teaching, and administration. We examined these results for all respondents, as well as by teacher type (regular or special education), by whether or not the teacher volunteered for PALS, and by the level the teacher taught (elementary or secondary school). These categories are not independent; a significantly greater percentage of special education teachers volunteered to be involved in PALS than did regular teachers (75% vs. 60%).

MAJOR FINDINGS

STUDENT OUTCOMES

- Based on a composite of items, teachers thought that the PALS program had positive effects on student outcomes in the classroom, both academically and socially. Improvements were reported in more areas for PALS students than for regular students. This does not mean that regular students did poorly. In fact, few teachers reported that any of the students did worse because of the PALS program.

- Teachers who *volunteered* to participate in PALS were significantly more positive than teachers who were assigned or were requested to participate. (See Attachment 3.) This was, of course, expected. The differences found could be real or due to perception. Someone positive about the program at the onset may convey their feelings to the class and positively influence student outcomes. On the other hand, that person may also exaggerate the good points of PALS and overlook any negative points.

- There was little difference in attitude between special education teachers and regular teachers. (See Attachment 4.)

- Secondary school teachers were significantly more positive than elementary school teachers on some measures of student outcomes. (See Attachment 5.) This significance was somewhat exaggerated due to the fact that a slightly greater proportion of secondary school teacher respondents were volunteers than were elementary school teacher respondents (71% vs. 61%).

IMPLEMENTATION

- One major concern among teachers was their perception that there was not sufficient planning time for PALS. (Only 21% agreed or strongly agreed that there was sufficient planning time.) This concern was similar for all types of teachers.

- Regarding training, most (75%) reported that the training was good or excellent but two-thirds (63%) agreed that ongoing training was needed.

- Most teachers (89%) agreed that it is appropriate to modify assignments for PALS students; the most common modifications were grouping across ability level, peer tutoring, and modified testing.

TEAM TEACHING

Most teachers were positive about the team teaching model and reportedly benefitted from team teaching. (Each item on team teaching had over 70% positive responses.) Not surprisingly, teachers who volunteered to participate were more positive about team teaching than teachers who were assigned to the program. Although more secondary school teachers than elementary school teachers admitted that team teaching is difficult, they seemed to have shared responsibilities more. A greater percentage of secondary school teachers responded that both PALS teachers participated in parent conferences (90% vs. 68%). More of them have daily consultations with their partner concerning PALS students' progress (51% vs. 24%). More have an established system for record keeping (100% vs. 90%) in which they have shared responsibilities (70% vs. 47%), and they tend to meet more often with their partners to plan classes. More special education teachers felt that they had grown professionally due to PALS than did regular teachers (97% vs. 82%). However, a greater percentage of special education teachers felt that their partner did the majority of the planning without consulting them (25% vs. 2%), and that their partner changed plans at the last minute and preempted the lesson without notice (17% vs. 4%).

ADMINISTRATION

Teachers were fairly positive about the administration of PALS, although only about eleven percent of teachers agreed that the allocated funding for the PALS program was adequate. (Fifty percent of the respondents were undecided on this issue.) Also, 67% of the respondents believed that more than one third of all the students assigned to the PALS class were at risk/low achieving students, and one third of the respondents believed that the number of students in the PALS class was increased because there were two teachers. A majority reported adequate support from their school administration (79%) and from the central office (59%).

Special education teachers were generally more positive about the administration than regular teachers. Elementary school teachers were also more positive about the administration than secondary school teachers, particularly in their perception of the number of students and the proportion of students at risk in their class.

RECOMMENDATIONS

A few recommendations can be made based on the results of this survey.

- Based on the more positive views of teachers who volunteered or were encouraged to participate rather than were assigned, it is suggested that teachers be allowed to volunteer, or encouraged to participate, but not be forced to participate.

- School and central administrators should examine assertions that more planning time is needed for teachers to prepare for their PALS classes. Special education PALS teachers need time to coordinate planning with the regular PALS teachers and this coordinated planning may not be happening at the school level.

- The training appeared to be beneficial but needs to be ongoing. Many problems or questions can arise after the PALS program is underway that may not have been anticipated during training prior to implementation of PALS. Ongoing training would help answer these questions or problems. After the program is in progress, concepts and examples would have a more concrete base, especially for teachers with no previous PALS experience.

Follow-up studies of student outcomes for PALS students will be difficult, because finding appropriate indicators will be challenging. Grades for PALS students may decline due to more rigorous demands in regular classrooms, although learning may have increased. If an outcomes-based evaluation is conducted, it may involve random assignment of potential PALS students to PALS and self-contained classes and special, individual assessments. The system should consider if these steps are worthwhile.

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PROGRAM DESCRIPTION

Carolina PALS (Programmed Alternative Learning for Students) is an innovative program designed to meet the educational, social, and emotional needs of mildly handicapped students and others in the regular education classroom. In traditional programs, special educators often provide services to special education students by pulling them out of their classrooms for part of the school day to receive instruction in resource rooms. This traditional approach may have several pitfalls:

- Students can feel stigmatized and suffer a loss of self-esteem when removed from the mainstream environment;
- Students lose exposure to models for positive attitudes and behaviors in school;
- Pull-out instruction can have long-term negative effects;
- Expectations may be lower and less challenging materials used;
- Students may receive a less cohesive instructional program; and
- Students may lose the "survival skills" necessary to function in the more demanding mainstream environment.

Carolina PALS attempts to avoid these pitfalls by serving mildly handicapped students without removing them from their classrooms.

The Carolina PALS program was developed through the collaboration of the Wake County Public School System (WCPSS) and the University of North Carolina at Chapel Hill. PALS was originally funded by a grant from the U.S. Department of Education to test new alternatives for serving mildly handicapped students at the elementary level without removing them from their classrooms. In recent years, the WCPSS program has been expanded to other grade levels.

In the Carolina PALS collaborative teaching model, the special education teacher works as an equal partner with the regular teacher within the regular classroom to provide instruction to all students in that classroom. The general educator provides expertise in the curriculum and content areas, while the special educator provides expertise in learning processes and modified instructional strategies.

Both teachers are expected to share in planning, teaching, decision making, and accountability. Accommodations in the curriculum and instructional techniques are implemented to increase success for all students. These accommodations may include: establishing reasonable expectations, modifying textbooks, designing behavior management programs, adjusting the pace of units, adapting the style of presentation, adjusting the grading criteria, developing alternative quizzes and tests, or reinforcing a lesson with adaptive materials and methods.

Carolina PALS was initiated in WCPSS in 1989-90 as the Carolina Consulting Teacher Model, operating in two schools. The program was expanded to 12 schools during 1990-91 and to 34 schools during 1991-92. In 1992-93 Carolina PALS operated in 50 schools (33 elementary, 11 middle, and 6 high schools), reaching 856 special education students and 4,502 regular education students. Carolina PALS is offered to students in grades 3-10; it usually begins in language arts in grade 3 and expands to social studies and science in grade 6 and beyond.

EVALUATION DESIGN

A survey was administered to all teachers at the primary and secondary level who were participating in the PALS program. The survey evaluated the effectiveness of the PALS program and teachers' attitudes toward the program. The evaluation was conducted by North Carolina State University graduate students in the Fall, 1992 section of ELP 580 (Theory and Practice in Educational Evaluation) with assistance by the WCPSS Department of Evaluation and Research.

The survey was mailed to each of the 303 regular and special education teachers currently participating in the Carolina PALS program. A total of 179 completed surveys were returned for a response rate of 59%. Because of tight time constraints, it was not possible to contact those teachers who did not respond.

- Fifty-nine percent, or 105, of the respondents were elementary school teachers, and 41%, or 73, were secondary school teachers.

- Sixty-one percent, or 110, of the completed surveys were provided by regular teachers, 37% or 67 by special education teachers, and 1%, or 2, were unidentified.

- Most respondents (66%) had nine years or more of teaching experience, but a majority (58%) said they were in the first year of working with PALS.

The survey consisted of Likert-scale questions, variable response questions, and open-ended questions. There were a total of 65 questions. (See Attachment 1 for a copy of the complete questionnaire.) In addition to responses to the individual questions, six scores were derived by combining some questions. These six summary scores were obtained by assigning each

response included in the measure a numerical score and adding those scores up. The scores were assigned as follows:

Response	Score	Response	Score
Strongly Agree	2	Improved	1
Agree	1	No Change	0
Undecided	0	Did Worse	-1
Disagree	-1		
Strongly Disagree	-2		

In obtaining these scores, there was a loss of information; a negative response to one item would be cancelled by a positive response to another. Also, all items included in the scores were weighted equally, even though some items might be regarded as more important than others by respondents. One last assumption made was that the categories of response were equidistant. In spite of these assumptions and the loss of information, the scores are still useful as summary statistics which could be analyzed, and as adjuncts to the scores on individual items.

The tests used to analyze the data were Fisher's Exact Tests for two-by-two tables and Chi-Square tests for larger tables. Mantel-Haenszel Chi-Square tests were used to test the effects of 2 factors (two-by-two tables) while controlling for a third factor. T-tests (and paired T-tests) were used to analyze the summary scores described above. Also, stepwise regressions were performed on those scores to determine which type of classification of teachers (Special Education vs. Regular, Elementary vs. Secondary, and Volunteer vs. Assigned) made the greatest difference in the score.

LIMITATIONS

Due to the number of respondents, the survey is more likely than the teacher interviews or observations to provide views that are representative of the entire population of teachers. However, there are limitations to survey data; namely, surveys are subjective self-report instruments. Self-reports are not always based strictly on objective data, but are subject to influences from events, activities, time of year, and other factors. Any references to specific outcomes (grades, improvements in certain areas) in this report are not based on objective data, but on teachers' perceptions of the outcomes.

Another limitation is the self-selection of respondents. We do not have a random sample; the 59% who responded may tend to feel stronger (positively or negatively) about the program than those who did not respond.

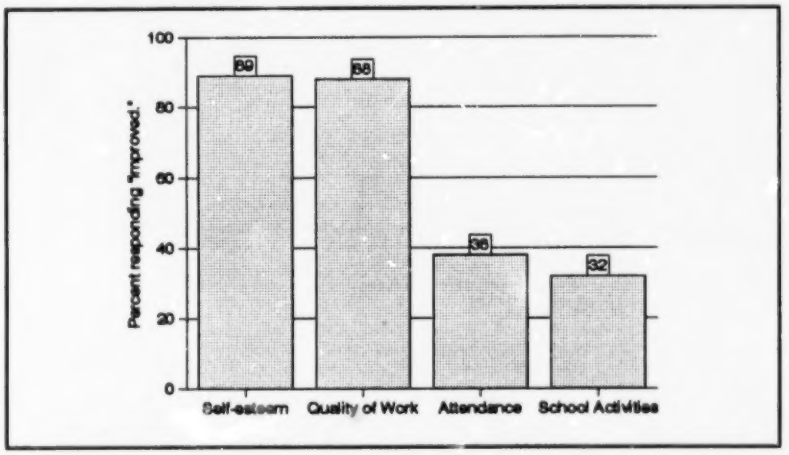
EVALUATION RESULTS

The results of the survey will be presented in four sections: student outcomes, implementation, team teaching, and administration. Within each section, results are presented for teachers overall (see Attachment 2); by reason for participation (principal request/assignment vs. volunteered, see Attachment 3), by teacher type (special education vs. regular teachers, see Attachment 4), and by level (elementary vs. secondary teachers, see Attachment 5). Teachers could give more than one reason for participation (in question 51). In a few cases the assignment of a teacher to a group was determined by the analyst interpreting their response. If the respondent checked both "volunteered" and "principal request/assignment," they were put into the volunteer group. If they checked neither "assigned" nor "volunteered," they were also put into the volunteer group. We assumed that if the principal did not request their involvement or assign them to a PALS classroom, then they volunteered (either as a result of parental pressure or encouragement from a co-worker).

STUDENT OUTCOMES

Overall, teachers thought that the PALS program had positive effects on all student outcomes in the classroom, both academically and socially. For example, in 10 of the 19 areas listed in Item 61, over 75% of teachers reported that PALS students (special education students in the PALS classes) improved. For the remaining nine items, no more than 2% reported that PALS students did worse as a result of PALS participation. Fewer improvements attributed to being in a PALS program were reported for regular students. Figure 1 shows the two areas affecting students at all levels with the most improvement and the two areas with the least improvement for PALS students. Because graduation rate and dropout rate only affect high school students, these are not included. (See Attachment 2 for the exact results.)

Figure 1. Extreme Responses to Item 61: "Please indicate the type of change, if any, PALS students have shown in the following areas as a result of PALS instruction."



Opinions were divided as to whether PALS students take up more class time than regular students (Item 24), whether PALS students would receive more individual help in the resource classroom (Item 28), and whether all PALS students have been successful in the PALS classes (Item 46), with about half agreeing and half disagreeing with each item.

Three scores were derived to evaluate student outcome. Negative scores denote negative perceptions, and positive scores denote positive perceptions. One score, called "Overall Impact," combines items 2, 12, 15 16, 18, 19, 20, 26, 28, 30, and 32. It measures the teachers' perception of the PALS and regular students' social skills and the overall impact of the PALS program. It has a possible range of -22 to +22. The "PALS Improvement" score tallies item 61, which consists of ratings of 19 factors, and is a measure of improvement of PALS students. The "Regular Student Improvement" score tallies item 62, which also consists of ratings of 19 factors, and is a measure of improvement of regular students in the PALS classroom. Both the "PALS Improvement" score and the "Regular Student Improvement" score have a range of -19 to +19.

The means for Overall Impact, PALS Improvement, and Regular Student Improvement were 11, 12, and 10, respectively. Each was significantly greater than 0. ***This means that the average attitude of the teachers regarding PALS' effect on students was positive.***

Teachers who volunteered to participate in the PALS program were significantly more positive regarding student outcomes than teachers who were assigned or requested to participate by their principal. The means of all three derived scores were significantly higher for teachers who volunteered than for those who were assigned to participate (T-test).

However, the mean scores for teachers who were assigned were still positive on those measures. In fact, when the derived scores were examined with a stepwise regression, *the only classification of teachers that had a significant effect on each summary score was whether or not the teacher volunteered.* In examining individual items (using Fisher's Exact Test), the percentage of volunteers with a positive outlook was equal or higher than that of teachers who were assigned for ALL of the items regarding student outcome. It was significantly higher in 35 out of 52 items.

When results are examined by teacher type, special education teachers were *slightly* more positive than regular education teachers regarding student outcomes. Of the three derived scores, only the Regular Student Improvement score was significantly higher for special education teachers than for regular teachers (T-test). Only 6 of 52 items had significantly higher proportions of positive responses for special education teachers than for regular teachers. Two of those items (question 19, and Attendance in item 61) lost their significance when the question of whether or not they volunteered was factored in (Cochran-Mantel-Haenszel test). This means that for those items, whether or not the teacher volunteered is more important than whether or not the teacher was a special education teacher or a regular teacher.

Secondary school teachers had significantly higher scores for Overall Impact and PALS Improvement than elementary school teachers (T-test). However, this significance disappeared for both scores once whether or not they volunteered was factored in (Stepwise regression). The following results were found when examining individual items:

- ***A greater percentage of secondary school teachers than of elementary school teachers felt that the PALS program provides a better educational opportunity for PALS students than the resource program (88% vs. 69%).***

- A greater percentage of secondary school teachers than of elementary school teachers reported improvements of PALS students in discipline (89% vs. 66%), peer relations (86% vs. 66%), dropout rate (23% vs. 7%), discipline referrals (68% vs. 38%) and attendance (51% vs. 28%).

- A greater percentage of secondary school teachers than of elementary school teachers felt that the PALS program improved the discipline referrals of regular students (51% vs. 32%).

There were two questions about which elementary teachers were significantly more positive than secondary school teachers:

- ***A greater percentage of elementary school teachers felt that all PALS students were successful*** in the PALS classes (63% vs. 37%).
- A greater percentage of elementary school teachers felt that PALS students improved in assignment completion (84% vs. 66%).

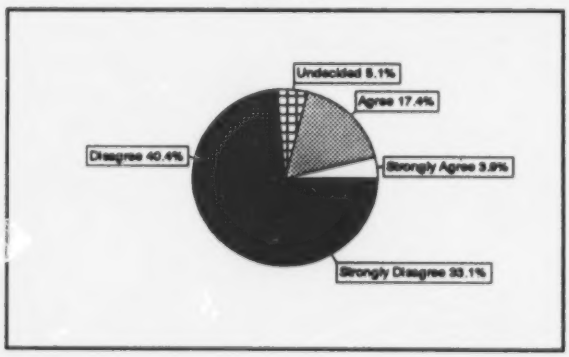
IMPLEMENTATION

Several questions focused on implementation—specifically, planning time, teacher training, and specific instructional modifications made for the PALS program. In addition, an Implementation score was derived from items 8, 21, 27, 36 and 39. Its possible range is -10 to 10. The same advantages and drawbacks for the derived student outcome scores apply to this score.

For the group as a whole, the mean Implementation score was -1. No classification of teachers affected the Implementation score; all groups of teachers felt uniformly negative. The difference from 0, a neutral score, was found to be significant. Most teachers were concerned that they did not have sufficient planning time for PALS. (Only 21% agreed with item 36.) They did most of their planning after school hours (Item 4) because not enough planning time was provided during school hours (Items 8 and 39). (See Figure 2 for overall teacher responses to Item 36.)

Although most (89%) teachers participated in the introductory PALS training (Item 42), and 64% participated in follow-up PALS training (Item 41), 63% agreed that on-going training is needed for PALS teachers (Item 27). Among the respondents who rated the training they received, 75% reported it as good or excellent; only 4% found it inadequate (Item 42).

Figure 2. Overall responses to Item 36: "I have sufficient planning time for the PALS curriculum." (N=179)



Only 22% reported that the coordinator for the PALS program visited their class this school year (Item 43).

Most (89%) teachers agreed that it is appropriate to modify assignments for PALS students (Item 21) and only one fifth thought that PALS students should not receive special consideration in determining

their grades (Item 35). The modifications used most are grouping across ability levels, peer tutoring, and modified testing (Items 53 and 54). The same modifications were used for PALS students and regular students, except that modified testing was used more with PALS students than with regular students.

On specific items, the only significant difference between volunteers and those teachers who were assigned to PALS was that volunteers were more likely to provide class notes to PALS students (56% vs. 39%), and were more likely to utilize modified testing with regular students in PALS classes (45% vs. 27%).

Most of the differences between the responses of special education teachers and regular teachers dealt with training.

- More special education teachers than regular teachers participated in the introductory PALS training (99% vs. 83%; Item 42) or follow-up training (75% vs. 58%; Item 42).

- Special education teachers were also more likely to feel that it is appropriate to modify assignments for PALS students (97% vs. 84%).

- More special education teachers reported that the coordinator for PALS visited their class during the school year (30% vs. 16%).

Many differences in responses to implementation questions occurred when comparing secondary school teachers to elementary school teachers. However, the differences were in both directions.

- Elementary school teachers were more likely to believe it to be appropriate to modify assignments for PALS students (94% vs. 81%), and to give PALS students special considerations in determining grades (29% vs. 13%).

- The modifications utilized in the different school levels were very different. More elementary school teachers provided supplemental texts and grouped within ability level. More secondary school teachers provided class notes and study guides.

- Secondary school teachers were more likely than elementary school teachers to report having a common planning time provided for the PALS teachers during school hours (59% vs. 39%; Item 39).

- A greater percentage of secondary school teachers than of elementary school teachers participated in introductory PALS training (96% vs. 84%).

- Secondary school teachers were also more likely than elementary school teachers to have received this training before they began PALS teaching (84% vs. 63%), but were less likely to rate it as excellent (13% vs. 32%; Item 42).

TEAM TEACHING

In addition to the many items concerning team teaching on the survey, a Team score was derived from questions 1, 3, 6, 9, 10, 13, 17, 23, 29, 31, 34, 37, and 38. Its possible range is -26 to +26.

Overall, teachers were positive about the team teaching model and reportedly benefitted from team teaching. (In each item on team teaching, over 70% of the teachers responded in a positive way.) Also, the mean Team score was 14.7, significantly higher than 0. The teachers reported that they worked well together, participated equally in most aspects of team teaching, and that they have grown professionally because of team teaching. (See Figures 3 and 4 for overall teacher responses to Items 1 and 6, respectively.)

Figure 3. Overall responses to Item 1: "Both teachers provide input into the planning session." (N=179)

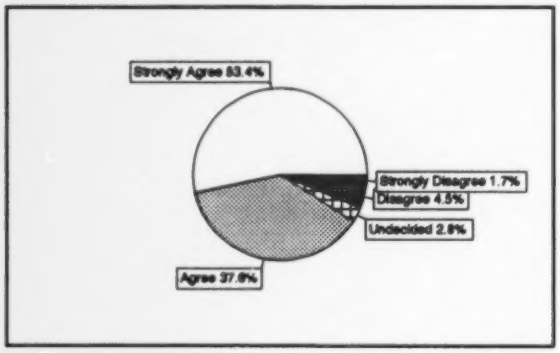
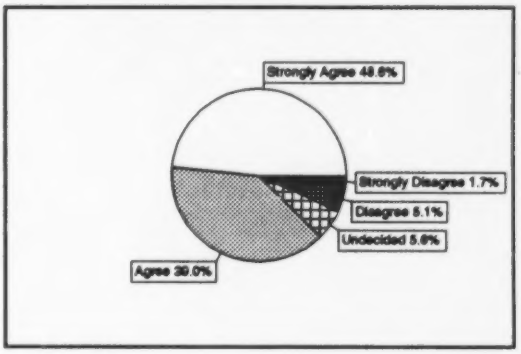


Figure 4. Overall results to Item 6: "As a result of the PALS program, I have grown professionally." (N=179)



In most instances, teachers who volunteered were more positive about team teaching than teachers who were assigned to the PALS program.

- The mean Team score was significantly higher for teachers who volunteered than for those who were assigned (16.3 vs. 11.7). In fact, this was the only classification of teachers which made a difference.

- Volunteers were more likely to report that they had grown professionally from their experience with PALS (94% vs. 75%).

- They felt more comfortable working with different students (86% vs. 65%).
- They understood their partner's professional responsibility (92% vs 79%).
- They were less likely to feel that teaching in PALS is difficult (16% vs 31%).

They were also more likely to feel positive about the professional relationship between partners in a PALS class: A greater percentage of volunteers felt that

- Both teachers provided input into the planning session (96% vs. 82%).
- Their partner helped with the preparation of materials needed for PALS instruction (89% vs. 76%).
- Both partners participated together in parent conferences (82% vs. 67%).
- Both teachers were present during PALS instructional time.

The relationship between the responses of the special education teachers and the regular education teachers depended strongly on the type of question asked.

- The special education teachers were more likely than regular teachers to feel that they had grown professionally (97% vs. 82%).
- As a result of PALS, they felt more comfortable working with different students (93% vs. 69%).
- However, special education teachers were more likely to claim that their partner did the majority of planning without consulting them (25% vs. 2%).
- A greater percentage of special education teachers than regular teachers claimed that their partner changed plans without notifying them (17% vs. 4%).
- They were more likely to feel that their partner helped with the preparation of materials needed for PALS instruction (94% vs. 79%).
- They were more likely to feel that they both provide input into the planning session (97% vs. 87%).

In other words, the special education teachers felt that they grew and learned more, but that the regular teachers had more control of the lesson plans.

Elementary school teachers and secondary school teachers had mostly similar views about team teaching under PALS. For example, a large percentage of both of these groups felt that both teachers provided input into planning sessions and that they had grown professionally. However, secondary school teachers seemed to work more closely with each other and gained more than elementary school teachers did.

- Secondary school teachers were more likely than elementary school teachers to agree that as a result of the PALS program, they felt more comfortable working with students they did not normally encounter in their classroom (93% vs. 68%; Item 3).

- More secondary than elementary school teachers agreed that both teachers participated together in parent conferences (90% vs. 68%; Item 37).

- Secondary school teachers were more likely to find team teaching difficult (29% vs. 15%).

- They consulted their partners more often regarding PALS students' progress (Item 44).

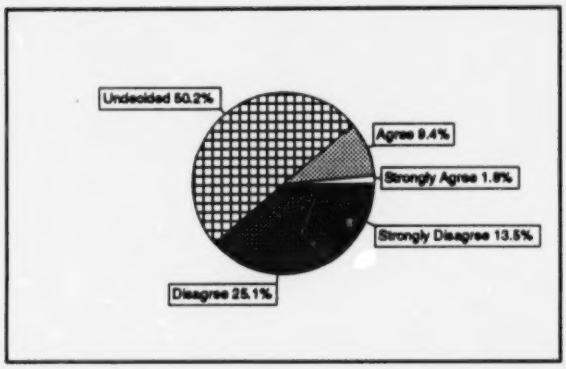
- They were more likely to have an established system for recordkeeping (100% vs. 90%) in which they shared responsibilities (70% vs. 47%). In the elementary school, the regular teacher was more likely to keep records for all students (43% vs. 21%).

- Although in the elementary school and the secondary school a similar percentage of teachers met their PALS partners to plan classes, the secondary school teachers met more frequently (Item 47).

ADMINISTRATION

Teachers were fairly positive about the administration of PALS. In addition to the individual items regarding administration, an Administration score was derived from items 5, 7, 11, 14, 22, and 25. Its possible range was from -12 to +12. The mean Administration score was 1.2. This was significantly greater than 0. This means that the average teacher felt significantly (though slightly) positive about those items regarding administration.

Figure 5. Overall responses to Item 25: "The allocated funding for the PALS program is adequate." (N=179)



On the negative side, a full two thirds of the respondents felt that more than one third of ***all*** the students assigned to the PALS class are at-risk/low achieving students (Item 5), and over half the respondents felt that the total number of students in the PALS class was increased due to the fact that there were two teachers in the classroom (Item 7).

Only 11% of teachers agreed that the allocated funding for the PALS program is adequate, with the biggest percentage (50%) uncertain of funding (Item 25; see Figure 5). Most (79%) teachers reported support from their school administration for PALS (Item 11) and 59% reported sufficient support from central office (Item 14).

There were no significant differences in opinion about administration between those teachers who volunteered and those who were assigned, except in their view of how PALS students were selected.

Special education teachers generally felt more positive about the administration than did regular teachers; their mean Administration score was significantly higher, and a significantly greater percentage of special education teachers felt that support from the central office for the PALS program was sufficient (69% vs. 52%; Item 14).

Elementary school teachers felt significantly more positive about administration than secondary school teachers. Secondary school teachers were more likely to believe that more than one third of ***all*** the students assigned to the PALS class are at-risk/low achieving students (78% vs. 59%; Item 5), and that the total number of students in the PALS class was increased due to the fact that there were two teachers in the classroom (46% vs. 25%; Item 7). They were also more likely to have more PALS students in their PALS class (Item 50).

SUMMARY

In summary, the survey showed that

- Most teachers were positive about students' social and academic outcomes and team teaching.
- Most were fairly positive about the school and overall administration of PALS.
- Most teachers reportedly worked well with their co-teacher, participated equally in most aspects of team teaching, and grew professionally because of team teaching.
- Most teachers also agreed that some modifications for PALS students are appropriate. The modifications used most (for PALS students and for regular students) were grouping across ability levels, peer tutoring, and modified testing.
- Most teachers participated in the introductory PALS training and follow-up training sessions, but the majority also responded that on-going training is needed.
- Most teachers were negative about having sufficient planning time for PALS.

Teachers who volunteered to participate in PALS were more positive than teachers who were assigned about student outcomes and team teaching.

Special education teachers were more likely than regular education teachers to see improvements in regular students as a result of PALS. They were also more inclined to feel that they had grown professionally from the PALS experience, but were less satisfied with the interactions with their partners. Special education teachers also felt more positive than regular teachers about the administration of the program.

Secondary school teachers felt more positive about student outcomes in some areas. Elementary school teachers felt significantly more positive about administration than secondary school teachers. This could be due to a real difference in the administration at the different school levels, or due to a difference in the teachers' perception of their classes. On the other hand, secondary school teachers seemed to work with their partners better than elementary school teachers, sharing responsibilities more equally.

All groups of teachers felt uniformly negative about implementation, particularly due to the lack of planning time available. However, a full three quarters of the respondents thought the training good or excellent and would have liked more on-going training for PALS teachers.

ATTACHMENTS

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ATTACHMENT 1
PALS Program Survey

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

PALS PROGRAM SURVEY

Please indicate if you strongly agree, agree, are undecided, disagree, or strongly disagree with the following statements.

1. Both PALS teachers provide input into the planning session.
2. PALS students can learn REGULAR EDUCATION MATERIAL if presented in a modified way.
3. As a result of the PALS program, I feel more comfortable working with students I do not normally encounter in my classroom.
4. Most of my planning for PALS classes is done after school hours.
5. I believe that MORE THAN one-third of all the students assigned to the PALS class are at risk/low achieving students.
6. As a result of the PALS program, I have grown professionally.
7. I feel that the total number of students in the PALS class was INCREASED due to the fact that there are two teachers in classroom.
8. IN ADDITION TO the regularly scheduled planning time for PALS teachers, other planning opportunities are provided.
9. As a result of participation in PALS I have a better understanding of my PALS partner's professional responsibility.
10. My partner implies that the PALS students are more my responsibility then hers/his.
11. The administration at my school supports the PALS program.
12. PALS students tend to group together WITHIN the PALS classroom.
13. My partner does the MAJORITY of the planning without consulting me.
14. Support from central office for the PALS program has been sufficient.
15. Regular students tend to ignore the PALS students.
16. As a result of PALS instruction, there is an INCREASED interaction between the PALS student and the regular student outside the classroom.
17. My partner helps with the preparation of materials needed for PALS class instruction.
18. PALS students in the regular classroom LEARN MORE CONTENT in that subject area than in the resource classroom.
19. Peer pressure on PALS students to conform to regular students' behavior has a POSITIVE EFFECT on the PALS students.
20. Regular students notice the differential treatment of PALS students and are RESENTFUL.
21. It is appropriate to modify assignments for PALS students.
22. The identified PALS personnel at my school is/are sufficient to administer the PALS program effectively.
23. Team teaching in PALS is difficult.
24. PALS students take up MORE class time than regular students.
25. The allocated funding for the PALS program is adequate.
26. The PALS program is providing a BETTER educational opportunity for PALS students then the resource program.
27. On-going training is needed for the PALS teachers.
28. PALS students would receive MORE individual help if they were in the resource classroom.
29. I have developed a POSITIVE relationship with my PALS partner.
30. ONLY PALS students benefit from a team teaching model.
31. My partner changes plans at the last minute and preempts the lesson WITHOUT NOTICE.
32. PALS students receiving LESS THAN a "C" grade in that class may be mastering MORE content area than in a resource classroom.
33. The special education teacher works PRIMARILY with the PALS students.
34. I am using some of the PALS teaching strategies in classes that are not designated PALS classes.
35. PALS students should NOT receive special consideration in determining their grades.
36. I have sufficient planning time for the PALS curriculum.
37. BOTH PALS teachers participate together in parent conferences.
38. One of the teachers FREQUENTLY leaves or is absent from the classroom during PALS instructional time.
39. A COMMON planning time is provided for the PALS teachers during school hours.

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Please indicate your response to the following questions.

40. Are the MAJORITY of the PALS students in the PALS class identified as learning disabled? ☐ Yes ☐ No

41. Have you participated in any FOLLOW-UP PALS training sessions? ☐ Yes ☐ No

42. Did you participate in the INTRODUCTORY PALS training? ☐ Yes ☐ No
If yes, did your training occur BEFORE you began teaching in the PALS Program? ☐ Yes ☐ No
If yes, how would you rate the training you received? It was:
☐ Inadequate ☐ Fair ☐ Good ☐ Excellent

43. Has the coordinator for the PALS program visited your class this school year? ☐ Yes ☐ No
If yes, what type of interaction occurred?
☐ Recommendations were made but not tried in the classroom
☐ Recommendations were made, tried, and found effective
☐ Recommendations were made, tried, and found not effective
☐ No recommendations were made

44. Do you and your partner consult on PALS students' progress? ☐ Yes ☐ No
If yes, how often do you have consultations?
☐ Daily ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Other_____

45. Do you have an established system for record keeping? ☐ Yes ☐ No
If yes, what is your system?
☐ Regular teacher does it for all students
☐ Special education teacher does it for all students
☐ Regular teacher does it for regular students and special education teacher does it for PALS students
☐ Shared responsibilities for all students
☐ Other_____

46. Have all PALS students been successful in the PALS classes. ☐ Yes ☐ No
If not, why?
☐ Could not control behavior
☐ Social Skills were not adequate
☐ Could not comprehend material
☐ Situation was too stressful for the student
☐ Other_____

47. Do you meet with your PALS partner to plan your PALS classes? ☐ Yes ☐ No
If yes, how often do you meet?
☐ Daily
☐ Weekly
☐ Two or more times per week
☐ Monthly
☐ Two or more times per month
☐ Quarterly
☐ Other_____

48. The majority of PALS students' MASTERY of content area can be identified as:
☐ Above average ☐ Average ☐ Below average ☐ Failing

49. How were most of the PALS students selected? CHECK ALL THAT APPLY.
☐ Special education teacher recommendation
☐ Administrator recommendation
☐ Parental recommendation
☐ Former classroom teacher recommendation
☐ Previous year identified as PALS student
☐ School-based committee recommendation
☐ Other_____

50. How many PALS students are in the PALS class? If you have more than one PALS class, CHECK ALL THAT APPLY.
☐ 0-2 ☐ 3-5 ☐ 6-8 ☐ 8-10 ☐ more than 10

51. Your involvement in the PALS program was due to: (CHECK ALL THAT APPLY)
☐ encouragement from co-worker
☐ principal request/assignment
☐ volunteered
☐ parental pressure (encouragement)

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52. Which, if any, of the following strategies have you used as a part of your team-teaching method? CHECK ALL THAT APPLY.
- ☐ One teaches and one gathers observational information on students
- ☐ One teaches and one assists students
- ☐ Both teach different concepts at the same time to half of the students, then switch student groups
- ☐ Both teach half of the students the same concept at the same time
- ☐ One teaches the new material, the other teaches remedial material
- ☐ Both teach new material, but one focuses on modified methods of presentation
- ☐ Both teachers present lesson to all students in a planned alternating fashion
- ☐ Both teachers present lesson to all students informally alternating instruction
- ☐ Other_____
- ☐ None of the above

53. Which, if any, of the following modifications are utilized with your PALS students? CHECK ALL THAT APPLY.
- ☐ Utilizing supplemental text
- ☐ Providing class notes
- ☐ Providing study guides
- ☐ Utilizing modified testing
- ☐ Utilizing peer tutoring
- ☐ Grouping across ability levels
- ☐ Grouping within ability levels
- ☐ Other_____
- ☐ None of the above

54. Which, if any, of the following modifications are utilized with your REGULAR STUDENTS in PALS classes? CHECK ALL THAT
- ☐ Utilizing supplemental text
- ☐ Providing class notes
- ☐ Providing study guides
- ☐ Utilizing modified testing
- ☐ Utilizing peer tutoring
- ☐ Grouping across ability levels
- ☐ Grouping within ability levels
- ☐ Other_____
- ☐ None of the above

55. Which type of PALS team teacher are you? ☐ Regular classroom teacher ☐ Special education teacher

56. What grade level do you teach? CHECK ALL THAT APPLY. ☐ K-2 ☐ 3-5 ☐ 6-8 ☐ 9-10 ☐ 11-12

57. How many years have you been teaching? ☐ 1 year ☐ 2-3 years ☐ 4-8 years ☐ 9-15 years ☐ 15+ years

58. How many years have you been team teaching in the PALS program?
☐ This is the first year ☐ 2 years ☐ 3 years ☐ more than 3 years

59. In what content area(s) are you team teaching in the PALS program? CHECK ALL THAT APPLY.
- ☐ Reading/English/language arts
- ☐ Social Studies
- ☐ Science
- ☐ Mathematics
- ☐ Other_____

60. For EACH PALS class that you teach, indicate the number of years you have been team teaching with this partner.

Class #1	☐ 1 year	☐ 2 years	☐ 3 years	☐ 3+ years
Class #2 (if applicable)	☐ 1 year	☐ 2 years	☐ 3 years	☐ 3+ years
Class #3 (if applicable)	☐ 1 year	☐ 2 years	☐ 3 years	☐ 3+ years
Class #4 (if applicable)	☐ 1 year	☐ 2 years	☐ 3 years	☐ 3+ years

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	Improved	No Change	Did Worse	Do Not Know
61. Please indicate the type of change, if any, PALS students have shown in the following areas as a result of PALS instruction:				
Organizational skills				
Discipline				
Quality of work				
Peer relations				
Involvement in school activities				
Mastering skills				
Ability to work independently				
Self-esteem				
Cooperatively working within classroom				
Interest in school				
Accepting constructive criticism				
Dropout rate				
Discipline referrals				
Attendance				
Assignment completion				
Asking for assistance when appropriate				
Participating in class discussion/activities				
Time on task				
Graduation rate				
62. Please indicate the type of change, if any, regular students have shown in the following areas as a results of being in a PALS classroom:				
Organizational skills				
Discipline				
Quality of work				
Peer relations				
Involvement in school activities				
Mastering skills				
Ability to work independently				
Self-esteem				
Cooperatively working within classroom				
Interest in school				
Accepting constructive criticism				
Discipline referrals				
Attendance				
Assignment completion				
Asking for assistance when appropriate				
Participating in class discussion/activities				
Time on task				
Graduation rate				

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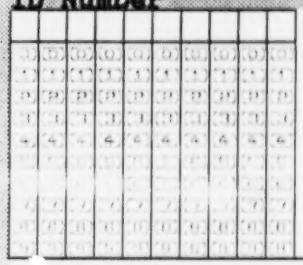

Please write your responses to the following questions in the space provided. If more space is needed, please use the blank page at the end of the survey.

63. What, if any, changes would you make in the PALS program?

64. What, if any, are the positive aspects of the PALS program?

65. What, if any, are the negative aspects of the PALS program?

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ATTACHMENT 2
Teachers' Overall Responses to Survey Items

Student Outcomes

Question	% Strongly Agree/Agree	% Undecided	% Disagree/ Strongly Disagree
2. PALS students can learn regular education material if presented in a modified way.	96	4	1
12. PALS students tend to group together within the PALS classroom.	10	9	82
15. Regular students tend to ignore the PALS students.	5	5	90
16. As a result of PALS instruction, there is an increased interaction between the PALS students and the regular student outside the classroom.	56	38	6
18. PALS students in the regular classroom learn more content in that subject area than in the resource classroom.	77	16	7
19. Peer pressure on PALS students to conform to regular students' behavior has a positive effect on the PALS students.	76	19	5
20. Regular students notice the differential treatment of PALS students and are resentful.	1	3	96
24. PALS students take up more class time than regular students	47	10	43
26. The PALS program is providing a better educational opportunity for PALS students than the resource program.	76	18	6
28. PALS students would receive more individual help if they were in the resource classroom.	36	19	46
30. Only PALS students benefit from a team teaching model.	1	1	98
32. PALS students receiving less than a "C" grade in that class may be mastering more content area than in a resource classroom.	54	33	13

46. Have all PALS students been successful in the PALS classes?

Yes: 53% No: 48%

If not, why?

Could not control behavior:	11%
Social skills were not adequate:	2%
Could not comprehend material:	39%
Situation was too stressful for the student:	6%
Other:	43%

48. The majority of PALS students' mastery of content area can be identified as:

Above average:	3%
Average:	67%
Below average:	30%
Failing:	1%

61. Please indicate the type of change, if any, PALS students have shown in the following areas as a result of PALS instruction.

Area	Percent of teachers responding:		
	Improved	No Change/ Do Not Know	Did Worse
Organizational skills	78	21	1
Discipline	76	24	0
Quality of work	88	12	0
Peer relations	74	26	0
Involvement in school activities	32	68	1
Mastering skills	86	14	0
Ability to work independently	74	25	1
Self-esteem	89	11	0
Cooperatively working within classroom	85	15	0
Interest in school	65	35	0
Accepting constructive criticism	57	43	1
Dropout rate	14	86	0
Discipline referrals	51	49	0
Attendance	38	62	0
Assignment completion	76	22	2
Asking for assistance when appropriate	78	20	2
Participating in class discussion/activities	84	15	1
Time on task	84	16	0
Graduation rate	6	94	0

62. Please indicate the type of change, if any, regular students have shown in the following areas as a result of being in a PALS classroom.

Area	Percent of teachers responding:		
	Improved	No Change/ Do Not Know	Did Worse
Organizational skills	64	36	0
Discipline	57	40	3
Quality of work	66	33	1
Peer relations	65	34	1
Involvement in school activities	25	75	0
Mastering skills	71	28	1
Ability to work independently	56	42	2
Self-esteem	60	40	0

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Area	Percent of teachers responding:		
	Improved	No Change/ Do Not Know	Did Worse
Cooperatively working within classroom	76	24	1
Interest in school	50	49	1
Accepting constructive criticism	47	53	0
Discipline referrals	40	59	1
Attendance	21	78	1
Assignment completion	57	41	1
Asking for assistance when appropriate	73	27	1
Participating in class discussion/activities	76	24	0
Time on task	70	29	1
Graduation rate	6	94	0

Implementation

Question	% Strongly Agree/Agree	% Undecided	% Disagree/Strongly Disagree
4. Most of my planning for PALS classes is done after school hours.	66	3	31
8. In addition to the regularly scheduled planning time for PALS teachers, other planning opportunities are provided.	27	8	65
21. It is appropriate to modify assignments for PALS students.	89	6	5
27. On-going training is needed for the PALS teachers.	63	19	18
35. PALS students should not receive special consideration in determining their grades.	20	16	65
36. I have sufficient planning time for the PALS curriculum.	21	5	74
39. A common planning time is provided for the PALS teachers during school hours.	47	2	51
41. Have you participated in any follow-up PALS training sessions?	Yes: 64		No: 36
42. Did you participate in the introductory PALS training?	Yes: 89		No: 11
If yes, did your training occur before you began teaching in the PALS program?	Yes: 72		No: 28

Question	% Strongly Agree/Agree	% Undecided	% Disagree/Strongly Disagree
If yes, how would you rate the training you received?	Inadequate: 4	Fair or Good: 73	Excellent: 23
43. Has the coordinator for the PALS program visited your class this school year?	Yes: 22		No: 78

53. Which, if any, of the following modifications are utilized with your PALS students? Check all that apply.

Utilizing supplemental text:	34%
Providing class notes:	50%
Providing study guides:	49%
Utilizing modified testing:	65%
Utilizing peer tutoring:	68%
Grouping across ability levels:	78%
Grouping within ability levels:	39%
Other:	11%

54. Which, if any, of the following modifications are utilized with your regular students in PALS classes? Check all that apply.

Utilizing supplemental text:	31%
Providing class notes:	45%
Providing study guides:	46%
Utilizing modified testing:	39%
Utilizing peer tutoring:	68%
Grouping across ability levels:	78%
Grouping within ability levels:	43%
Other:	7%

Team Teaching

Question	% Strongly Agree/Agree	% Undecided	% Disagree/Strongly Disagree
1. Both PALS teachers provide input into the planning session.	91	3	6
3. As a result of the PALS program, I feel more comfortable working with students I do not normally encounter in my classroom.	78	7	14
6. As a result of the PALS program, I have grown professionally.	88	6	7
9. As a result of participation in PALS I have a better understanding of my PALS partner's professional responsibility.	88	5	8

Question	% Strongly Agree/Agree	% Undecided	% Disagree/Strongly Disagree
10. My partner implies that the PALS students are more my responsibility than hers/his.	6	6	88
13. My partner does the majority of the planning without consulting me.	11	6	84
17. My partner helps with the preparation of materials needed for PALS class instruction.	85	5	11
23. Team teaching in PALS is difficult.	21	8	71
29. I have developed a positive relationship with my PALS partner.	96	2	2
31. My partner changes plans at the last minute and preempts the lesson without notice.	9	4	87
33. The special education teacher works primarily with the PALS students.	19	3	79
34. I am using some of the PALS teaching strategies in classes that are not designated PALS classes.	73	11	16
37. Both PALS teachers participate together in parent conferences.	77	7	16
38. One of the teachers frequently leaves or is absent from the classroom during PALS instructional time.	3	5	92
44. Do you and your partner consult on PALS students' progress?	Yes: 99		No: 1
If yes, how often do you have consultations?	Daily: 35	Weekly: 56	Monthly/Quarterly/ Other: 9

45. Do you have an established system for recordkeeping?

Yes: 94% No: 6%

If yes, what is your system?

Regular teacher does it for all students:	33%
Special education teacher does it for all students:	2%
Regular teacher does it for regular students and special education teacher does it for PALS students:	3%
Shared responsibilities:	57%
Other:	4%

47. Do you meet with your PALS partner to plan your PALS classes?
Yes: 94% No: 6%

If yes, how often do you meet?

Daily	11%
Weekly	61%
Two or more times per week:	14%
Monthly:	2%
Two or more times per month:	9%
Quarterly:	0%
Other:	3%

Administration

Question	% Strongly Agree/Agree	% Undecided	% Disagree/Strongly Disagree
5. I believe that more than one third of all the students assigned to the PALS class are at-risk/low achieving students.	67	12	21
7. I feel that the total number of students in the PALS class was increased due to the fact that there are two teachers in the classroom.	33	14	53
11. The administration at my school supports the PALS program.	79	16	6
14. Support from central office for the PALS program has been sufficient.	59	28	13
22. The identified PALS personnel at my school is/are sufficient to administer the PALS program effectively.	65	13	22
25. The allocated funding for the PALS program is adequate.	11	50	39
40. Are the majority of the PALS students in the PALS class identified as learning disabled?	Yes: 87		No: 13

49. How were most of the PALS students selected? (Check all that apply.)

Special education teacher recommendation:	72%
Administrator recommendation:	18%
Parental recommendation:	24%
Former classroom teacher recommendation:	34%
Previous year identified as PALS student:	54%
School-based committee recommendation:	21%
Other:	7%

50. How many PALS students are in the PALS class? If you have more than one PALS class, check all that apply:

0-2:	11%
3-5:	48%
6-8:	38%
8-10:	14%
more than 10:	5%

51. Your involvement in the PALS program was due to: (Check all that apply)

Encouragement from co-worker:	26%
Principal request/assignment:	50%
Volunteered:	58%
Parental pressure:	3%

52. Which, if any, of the following strategies have you used as a part of your team-teaching method? Check all that apply.

One teaches and one gathers observational information on students:	72%
One teaches and one assists students:	94%
Both teach different concepts at the same time to half of the students, then switch student groups:	31%
Both teach half of the students the same concept at the same time:	20%
One teaches the new material, the other teaches remedial material:	30%
Both teach new material, but one focuses on modified methods of presentation:	40%
Both teachers present lesson to all students in a planned alternating fashion:	67%
Both teachers present lesson to all students informally alternating instruction:	69%
Other:	3%

General

55. Which type of PALS team teacher are you?
Regular classroom teacher: 110 (62%) **Special education teacher**: 67 (38%)

56. What grade level do you teach? (Check all that apply.)
(frequency)
K-2: 17 (10%) **3-5**: 106 (59%) **6-8**: 49 (27%) **9-10**: 23 (13%) **11-12**: 17 (10%)

57. How many years have you been teaching?
1 year: 2% **2-3 years**: 12% **4-8 years**: 20% **9-15 years**: 30% **15+ years**: 36%

58. How many years have you been team teaching in the PALS program?
This is first year: 58% **2 years**: 31% **3 years**: 11% **More than 3 years**: 1%

59. In what content area(s) are you team teaching in the PALS program? Check all that apply.

Reading/English/Language Arts:	68%
Social Studies:	27%
Science:	26%
Mathematics:	7%
Other:	2%

60. For each PALS class that you teach, indicate the number of years you have been team teaching with this partner.

Class #1:	1 year: 120	2 years: 39	3 years: 9	3+ years: 0
Class #2:	1 year: 49	2 years: 13	3 years: 5	3+ years: 0
Class #3:	1 year: 21	2 years: 3	3 years: 2	3+ years: 0
Class #4:	1 year: 9	2 years: 1	3 years: 0	3+ years: 0

ATTACHMENT 3
Teachers' Responses to Survey Items
Assigned vs. Volunteered
* $p < .05$ ** $p < .01$ Fisher's Exact Test or Chi-Square Test

Student Outcomes

Question	% Strongly Agree/Agree Assigned	% Strongly Agree/Agree Volunteered
** 2. PALS students can learn regular education material if presented in a modified way.	89	99
12. PALS students tend to group together within the PALS classroom.	10	10
15. Regular students tend to ignore the PALS students.	5	5
** 16. As a result of PALS instruction, there is an increased interaction between the PALS students and the regular student outside the classroom.	42	64
18. PALS students in the regular classroom learn more content in that subject area than in the resource classroom.	71	80
** 19. Peer pressure on PALS students to conform to regular students' behavior has a positive effect on the PALS students.	60	84
20. Regular students notice the differential treatment of PALS students and are resentful.	3	0
* 24. PALS students take up more class time than regular students.	58	40
** 26. The PALS program is providing a better educational opportunity for PALS students than the resource program.	60	86
* 28. PALS students would receive more individual help if they were in the resource classroom.	45	30
30. Only PALS students benefit from a team teaching model.	2	1
** 32. PALS students receiving less than a "C" grade in that class may be mastering more content area than in a resource classroom.	41	61

** 46. Have all PALS students been successful in the PALS classes?

Assigned Yes: 36% Volunteered Yes: 61%

* If not, why?

Could not control behavior:	10%	11%
Social skills were not adequate:	0%	3%
Could not comprehend material:	57%	23%
Situation was too stressful for the student:	10%	3%
Other:	23%	60%

48. The majority of PALS students' mastery of content area can be identified as:

	Assigned	Volunteered
Above average:	3%	3%
Average:	60%	71%
Below average:	37%	26%
Failing:	0%	1%

61. Please indicate the type of change, if any, PALS students have shown in the following areas as a result of PALS instruction.

Area	Percent of teachers responding improved:	
	Assigned	Volunteered
** Organizational skills	67	85
Discipline	68	79
** Quality of work	78	94
** Peer relations	60	82
Involvement in school activities	23	36
* Mastering skills	78	90
* Ability to work independently	63	80
* Self-esteem	82	93
* Cooperatively working within classroom	77	89
Interest in school	57	70
Accepting constructive criticism	46	63
Dropout rate	9	17
** Discipline referrals	36	59
* Attendance	25	45
Assignment completion	68	81
* Asking for assistance when appropriate	68	83
Participating in class discussion/activities	77	88
Time on task	77	87
Graduation rate	1	9

62. Please indicate the type of change, if any, regular students have shown in the following areas as a result of being in a PALS classroom.

Area	Percent of teachers responding improved:	
	Assigned	Volunteered
** Organizational skills	47	74
* Discipline	45	64
** Quality of work	48	76
** Peer relations	47	75
Involvement in school activities	19	28
** Mastering skills	53	80
** Ability to work independently	40	66
* Self-esteem	50	66

Area	Percent of teachers responding improved:	
	Assigned	Volunteered
** Cooperatively working within classroom	60	84
Interest in school	45	53
* Accepting constructive criticism	34	55
** Discipline referrals	24	49
** Attendance	9	28
* Assignment completion	45	64
** Asking for assistance when appropriate	58	80
** Participating in class discussion/activities	62	84
* Time on task	59	76
* Graduation rate	0	9

Implementation

Question	% Strongly Agree/Agree Assigned	% Strongly Agree/Agree Volunteered
4. Most of my planning for PALS classes is done after school hours.	66	66
8. In addition to the regularly scheduled planning time for PALS teachers, other planning opportunities are provided.	28	27
21. It is appropriate to modify assignments for PALS students.	83	92
27. On-going training is needed for the PALS teachers.	58	65
35. PALS students should not receive special consideration in determining their grades.	19	20
36. I have sufficient planning time for the PALS curriculum.	24	20
39. A common planning time is provided for the PALS teachers during school hours.	40	51
41. Have you participated in any follow-up PALS training sessions?	Yes: 60	Yes: 66
42. Did you participate in the introductory PALS training?	Yes: 85	Yes: 91
If yes, did your training occur before you began teaching in the PALS program?	Yes: 73	Yes: 72

Question	% Strongly Agree/Agree Assigned	% Strongly Agree/Agree Volunteered
If yes, how would you rate the training you received?	Excellent: 21	Excellent: 24
43. Has the coordinator for the PALS program visited your class this school year?	Yes: 23	Yes: 21

53. Which, if any, of the following modifications are utilized with your PALS students? Check all that apply.

	Assigned	Volunteered
Utilizing supplemental text:	37%	32%
* Providing class notes:	39%	56%
Providing study guides:	40%	53%
Utilizing modified testing:	61%	66%
Utilizing peer tutoring:	68%	68%
Grouping across ability levels:	73%	81%
Grouping within ability levels:	35%	41%
Other:	8%	12%

54. Which, if any, of the following modifications are utilized with your regular students in PALS classes? Check all that apply. (frequency)

	Assigned	Volunteered
Utilizing supplemental text:	34%	30%
Providing class notes:	37%	48%
Providing study guides:	39%	50%
* Utilizing modified testing:	27%	45%
Utilizing peer tutoring:	65%	69%
Grouping across ability levels:	76%	78%
Grouping within ability levels:	37%	46%
Other:	8%	7%

Team Teaching

Question	% Strongly Agree/Agree Assigned	% Strongly Agree/Agree Volunteered
** 1. Both PALS teachers provide input into the planning session.	82	96
** 3. As a result of the PALS program, I feel more comfortable working with students I do not normally encounter in my classroom.	65	86
** 6. As a result of the PALS program, I have grown professionally.	75	94
* 9. As a result of participation in PALS I have a better understanding of my PALS partner's professional responsibility.	79	92

Question	% Strongly Agree/Agree Assigned	% Strongly Agree/Agree Volunteered
10. My partner implies that the PALS students are more my responsibility than hers/his.	8	5
13. My partner does the majority of the planning without consulting me.	10	11
* 17. My partner helps with the preparation of materials needed for PALS class instruction.	76	89
* 23. Team teaching in PALS is difficult.	31	16
29. I have developed a positive relationship with my PALS partner.	93	97
31. My partner changes plans at the last minute and preempts the lesson without notice.	11	7
33. The special education teacher works primarily with the PALS students.	21	17
34. I am using some of the PALS teaching strategies in classes that are not designated PALS classes.	64	77
* 37. Both PALS teachers participate together in parent conferences.	67	82
* 38. One of the teachers frequently leaves or is absent from the classroom during PALS instructional time.	7	1
44. Do you and your partner consult on PALS students' progress?	Yes: 100	Yes: 98
If yes, how often do you have consultations?	Daily: 33 Weekly: 60	Daily: 36 Weekly: 53

45. Do you have an established system for recordkeeping?

Assigned	Volunteered
Yes: 90%	Yes: 96%

If yes, what is your system?	Assigned	Volunteered
Regular teacher does it for all students:	43%	28%
Special education teacher does it for all students:	0%	4%
Regular teacher does it for regular students and special education teacher does it for PALS students:	0%	5%
Shared responsibilities:	52%	60%
Other:	6%	4%

47. Do you meet with your PALS partner to plan your PALS classes?

Assigned	Volunteered
Yes: 90%	Yes: 96%

If yes, how often do you meet?	Assigned	Volunteered
Daily	12%	10%
Weekly	63%	61%
Two or more times per week:	6%	18%
Monthly:	0%	3%
Two or more times per month:	16%	6%
Quarterly:	0%	0%
Other:	4%	3%

Administration

QUESTION	% Strongly Agree/Agree Assigned	% Strongly Agree/Agree Volunteered
5. I believe that more than one third of all the students assigned to the PALS class are at-risk/low achieving students.	60	70
7. I feel that the total number of students in the PALS class was increased due to the fact that there are two teachers in the classroom.	31	35
11. The administration at my school supports the PALS program.	73	83
14. Support from central office for the PALS program has been sufficient.	56	60
22. The identified PALS personnel at my school is/are sufficient to administer the PALS program effectively.	56	70
25. The allocated funding for the PALS program is adequate.	10	12
40. Are the majority of the PALS students in the PALS class identified as learning disabled?	Yes: 87	Yes: 88

49. How were most of the PALS students selected? (Check all that apply.)

	Assigned	Volunteered
** Special education teacher recommendation:	52%	83%
Administrator recommendation:	19%	17%
* Parental recommendation:	15%	29%
** Former classroom teacher recommendation:	19%	41%
Previous year identified as PALS student:	53%	54%
School-based committee recommendation:	23%	21%
Other:	11%	5%

50. How many PALS students are in the PALS class? If you have more than one PALS class, check all that apply:

	Assigned	Volunteered
0-2:	13%	10%
3-5:	55%	43%
6-8:	32%	41%
8-10:	11%	16%
more than 10:	0%	7%

51. Your involvement in the PALS program was due to: (Check all that apply)

	Assigned	Volunteered
** Encouragement from co-worker:	7 (11%)	39 (34%)
** Principal request/assignment:	62 (100%)	27 (23%)
** Volunteered:	0 (0%)	103 (89%)
Parental pressure:	3 (5%)	3 (3%)

52. Which, if any, of the following strategies have you used as a part of your team-teaching method? Check all that apply.

	Assigned	Volunteered
One teaches and one gathers observational information on students:	65%	75%
One teaches and one assists students:	98%	92%
Both teach different concepts at the same time to half of the students, then switch student groups:	32%	30%
Both teach half of the students the same concept at the same time:	21%	19%
One teaches the new material, the other teaches remedial material:	29%	31%
Both teach new material, but one focuses on modified methods of presentation:	37%	41%
Both teachers present lesson to all students in a planned alternating fashion:	61%	70%
Both teachers present lesson to all students informally alternating instruction:	66%	72%
Other:	5%	3%

General

55. Which type of PALS team teacher are you?
    Assigned: **Regular classroom teacher: 72%** **Special education teacher: 28%**
    Volunteered: **Regular classroom teacher: 57%** **Special education teacher: 43%**

56. What grade level do you teach? (Check all that apply.)
    Assigned: **K-2: 4 (6%)** **3-5: 41 (66%)** **6-8: 16 (26%)** **9-10: 5 (8%)** **11-12: 4 (6%)**
    Volunteered: **K-2: 13 (11%)** **3-5: 64 (55%)** **6-8: 33 (28%)** **9-10: 18 (16%)** **11-12: 13 (11%)**

57. How many years have you been teaching?
    Assigned: **1 year: 3%** **2-3 years: 11%** **4-8 years: 29%** **9-15 years: 23%** **15+ years: 34%**
    Volunteered: **1 year: 2%** **2-3 years: 12%** **4-8 years: 16%** **9-15 years: 34%** **15+ years: 37%**

* 58. How many years have you been team teaching in the PALS program?
    Assigned: **This is first year: 74%** **2 years: 20%** **3 years: 7%** **More than 3 years: 0%**
    Volunteered: **This is first year: 49%** **2 years: 37%** **3 years: 13%** **More than 3 years: 1%**

59. In what content area(s) are you team teaching in the PALS program? Check all that apply.

	Assigned	Volunteered
Reading/English/Language Arts:	66%	69%
Social Studies:	24%	29%
Science:	21%	28%
Mathematics:	5%	9%
Other:	3%	2%

60. For each PALS class that you teach, indicate the number of years you have been team teaching with this partner.
    Assigned:
    Class listed 1st: 1 year: 45 2 years: 9 3 years: 2 3+ years: 0
    Class listed 2nd: 1 year: 12 2 years: 2 3 years: 2 3+ years: 0
    Class listed 3rd: 1 year: 8 2 years: 0 3 years: 0 3+ years: 0
    Class listed 4th: 1 year: 3 2 years: 0 3 years: 0 3+ years: 0
    Volunteered:
    Class listed 1st: 1 year: 75 2 years: 30 3 years: 7 3+ years: 0
    Class listed 2nd: 1 year: 37 2 years: 11 3 years: 3 3+ years: 0
    Class listed 3rd: 1 year: 13 2 years: 3 3 years: 2 3+ years: 0
    Class listed 4th: 1 year: 6 2 years: 1 3 years: 0 3+ years: 0

ATTACHMENT 4
Teachers' Responses to Survey Items
Regular vs. Special Education
* $p < .05$ ** $p < .01$ Fisher's Exact Test or Chi-Square Test

Student Outcomes

	Question	% Strongly Agree/Agree Regular	% Strongly Agree/Agree Special
2.	PALS students can learn regular education material if presented in a modified way.	95	97
12.	PALS students tend to group together within the PALS classroom.	9	10
15.	Regular students tend to ignore the PALS students.	5	5
16.	As a result of PALS instruction, there is an increased interaction between the PALS students and the regular student outside the classroom.	57	54
18.	PALS students in the regular classroom learn more content in that subject area than in the resource classroom.	72	85
* 19.	Peer pressure on PALS students to conform to regular students' behavior has a positive effect on the PALS students.	71	85
20.	Regular students notice the differential treatment of PALS students and are resentful.	1	1
24.	PALS students take up more class time than regular students.	49	42
26.	The PALS program is providing a better educational opportunity for PALS students than the resource program.	73	83
28.	PALS students would receive more individual help if they were in the resource classroom.	31	43
30.	Only PALS students benefit from a team teaching model.	1	2
32.	PALS students receiving less than a "C" grade in that class may be mastering more content area than in a resource classroom.	53	54

46. Have all PALS students been successful in the PALS classes?

	Regular Yes: 59%	Special Yes: 43%
If not, why?		
Could not control behavior:	11%	11%
Social skills were not adequate:	0%	4%
Could not comprehend material:	43%	30%
Situation was too stressful for the student:	3%	11%
Other:	43%	44%

48. The majority of PALS students' mastery of content area can be identified as:

	Regular	Special
Above average:	4%	2%
Average:	66%	69%
Below average:	31%	28%
Failing:	0%	2%

61. Please indicate the type of change, if any, PALS students have shown in the following areas as a result of PALS instruction.

Area	Percent of teachers responding improved:	
	Regular	Special
Organizational skills	76	83
Discipline	78	51
Quality of work	87	91
Peer relations	72	77
Involvement in school activities	33	29
Mastering skills	85	88
Ability to work independently	71	79
Self-esteem	87	92
Cooperatively working within classroom	83	86
Interest in school	65	63
Accepting constructive criticism	59	52
Dropout rate	12	17
* Discipline referrals	43	63
* Attendance	31	48
Assignment completion	74	81
Asking for assistance when appropriate	75	81
Participating in class discussion/activities	86	81
Time on task	82	86
Graduation rate	4	10

62. Please indicate the type of change, if any, regular students have shown in the following areas as a result of being in a PALS classroom.

Area	Percent of teachers responding improved:	
	Regular	Special
Organizational skills	62	66
Discipline	55	618
Quality of work	63	73
Peer relations	63	68
Involvement in school activities	28	18
* Mastering skills	64	83
Ability to work independently	54	60
Self-esteem	60	61

Area	Percent of teachers responding improved:	
	Regular	Special
Cooperatively working within classroom	75	76
Interest in school	48	52
Accepting constructive criticism	48	45
Discipline referrals	34	49
Attendance	17	26
Assignment completion	57	57
* Asking for assistance when appropriate	66	84
** Participating in class discussion/activities	70	87
Time on task	67	76
Graduation rate	5	7

Implementation

Question	% Strongly Agree/Agree Regular	% Strongly Agree/Agree Special
4. Most of my planning for PALS classes is done after school hours.	68	64
8. In addition to the regularly scheduled planning time for PALS teachers, other planning opportunities are provided.	29	24
* 21. It is appropriate to modify assignments for PALS students.	84	97
27. On-going training is needed for the PALS teachers.	62	65
35. PALS students should not receive special consideration in determining their grades.	24	13
36. I have sufficient planning time for the PALS curriculum.	21	19
39. A common planning time is provided for the PALS teachers during school hours.	46	48
* 41. Have you participated in any follow-up PALS training sessions?	Yes: 58	Yes: 75
** 42. Did you participate in the introductory PALS training?	Yes: 83	Yes: 99
If yes, did your training occur before you began teaching in the PALS program?	Yes: 74	Yes: 70

Question	% Strongly Agree/Agree Regular	% Strongly Agree/Agree Special
If yes, how would you rate the training you received?	Excellent: 18	Excellent: 29
* 43. Has the coordinator for the PALS program visited your class this school year?	Yes: 16	Yes: 30

53. Which, if any, of the following modifications are utilized with your PALS students? Check all that apply.

	Regular	Special
Utilizing supplemental text:	36%	28%
Providing class notes:	50%	49%
Providing study guides:	44%	55%
Utilizing modified testing:	61%	72%
Utilizing peer tutoring:	70%	63%
Grouping across ability levels:	79%	78%
Grouping within ability levels:	42%	33%
Other:	9%	13%

54. Which, if any, of the following modifications are utilized with your regular students in PALS classes? Check all that apply. (frequency)

	Regular	Special
Utilizing supplemental text:	35%	25%
Providing class notes:	45%	46%
Providing study guides:	43%	51%
Utilizing modified testing:	35%	43%
Utilizing peer tutoring:	67%	67%
Grouping across ability levels:	78%	78%
Grouping within ability levels:	45%	39%
Other:	7%	7%

Team Teaching

Question	% Strongly Agree/Agree Regular	% Strongly Agree/Agree Special
* 1. Both PALS teachers provide input into the planning session.	87	97
** 3. As a result of the PALS program, I feel more comfortable working with students I do not normally encounter in my classroom.	69	93
** 6. As a result of the PALS program, I have grown professionally.	82	97
9. As a result of participation in PALS I have a better understanding of my PALS partner's professional responsibility.	85	91

Question	% Strongly Agree/Agree Regular	% Strongly Agree/Agree Special
10. My partner implies that the PALS students are more my responsibility than hers/his.	5	8
** 13. My partner does the majority of the planning without consulting me.	2	25
** 17. My partner helps with the preparation of materials needed for PALS class instruction.	79	94
23. Team teaching in PALS is difficult.	19	25
29. I have developed a positive relationship with my PALS partner.	95	97
** 31. My partner changes plans at the last minute and preempts the lesson without notice.	4	17
33. The special education teacher works primarily with the PALS students.	18	19
34. I am using some of the PALS teaching strategies in classes that are not designated PALS classes.	74	70
37. Both PALS teachers participate together in parent conferences.	73	82
38. One of the teachers frequently leaves or is absent from the classroom during PALS instructional time.	5	0
44. Do you and your partner consult on PALS students' progress?	Yes: 98	Yes: 100
If yes, how often do you have consultations?	Daily: 37 Weekly: 57	Daily: 31 Weekly: 55

45. Do you have an established system for recordkeeping?

Regular	Special
Yes: 96%	Yes: 91%

If yes, what is your system?	Regular	Special
Regular teacher does it for all students:	38%	24%
Special education teacher does it for all students:	2%	3%
Regular teacher does it for regular students and special education teacher does it for PALS students:	1%	7%
Shared responsibilities:	54%	63%
Other:	5%	3%

47. Do you meet with your PALS partner to plan your PALS classes?

Regular	Special
Yes: 93%	Yes: 95%

If yes, how often do you meet?	Regular	Special
Daily	7%	15%
Weekly	65%	56%
Two or more times per week:	13%	16%
Monthly:	2%	2%
Two or more times per month:	9%	8%
Quarterly:	0%	0%
Other:	3%	3%

Administration

Question	% Strongly Agree/Agree Regular	% Strongly Agree/Agree Special
5. I believe that more than one third of all the students assigned to the PALS class are at-risk/low achieving students.	72	61
7. I feel that the total number of students in the PALS class was increased due to the fact that there are two teachers in the classroom.	36	30
11. The administration at my school supports the PALS program.	77	81
* 14. Support from central office for the PALS program has been sufficient.	52	69
22. The identified PALS personnel at my school is/are sufficient to administer the PALS program effectively.	66	64
25. The allocated funding for the PALS program is adequate.	9	15
40. Are the majority of the PALS students in the PALS class identified as learning disabled?	Yes: 86	Yes: 90

49. How were most of the PALS students selected? (Check all that apply.) (frequency)

	Regular	Special
Special education teacher recommendation:	68%	79%
Administrator recommendation:	19%	16%
* Parental recommendation:	19%	33%
Former classroom teacher recommendation:	30%	40%
Previous year identified as PALS student:	51%	58%
School-based committee recommendation:	20%	22%
Other:	7%	7%

50. How many PALS students are in the PALS class? If you have more than one PALS class, check all that apply:

	Regular	Special
0-2:	8%	16%
3-5:	43%	55%
6-8:	36%	40%
8-10:	12%	18%
more than 10:	5%	4%

51. Your involvement in the PALS program was due to: (Check all that apply)

	Regular	Special
* Encouragement from co-worker:	32%	16%
Principal request/assignment:	54%	43%
** Volunteered:	49%	72%
Parental pressure:	4%	3%

52. Which, if any, of the following strategies have you used as a part of your team-teaching method? Check all that apply.

	Regular	Special
One teaches and one gathers observational information students:	68%	78%
One teaches and one assists students:	93%	96%
Both teach different concepts at the same time to half of the students, then switch student groups:	30%	34%
Both teach half of the students the same concept at the same time:	18%	22%
One teaches the new material, the other teaches remedial material:	30%	28%
Both teach new material, but one focuses on modified methods of presentation:	41%	39%
Both teachers present lesson to all students in a planned alternating fashion:	63%	73%
Both teachers present lesson to all students informally alternating instruction:	68%	70%
Other:	2%	6%

General

55. Which type of PALS team teacher are you? (frequency)
    Regular classroom teacher: 110 **Special education teacher**: 67
56. What grade level do you teach? (Check all that apply.)
    Regular: / **K-2**: 1 (1%) **3-5**: 69 (63%) **6-8**: 31 (28%) / **9-10**: 9 (8%) **11-12**: 7 (6%)
    Special: \ **K-2**: 16 (24%) **3-5**: 36 (54%) **6-8**: 17 (25%) \ **9-10**: 14 (21%) **11-12**: 10 (15%)
57. How many years have you been teaching?
    Regular: **1 year**: 3% **2-3 years**: 8% **4-8 years**: 20% **9-15 years**: 26% **15+ years**: 43%
    Special: **1 year**: 2% **2-3 years**: 17% **4-8 years**: 21% **9-15 years**: 35% **15+ years**: 26%
58. How many years have you been team teaching in the PALS program?
    Regular: **This is first year**: 61% **2 years**: 29% **3 years**: 8% **More than 3 years**: 1%
    Special: **This is first year**: 52% **2 years**: 33% **3 years**: 15% **More than 3 years**: 0%
59. In what content area(s) are you team teaching in the PALS program? Check all that apply. (frequency)

	Regular	Special
Reading/English/Language Arts:	67%	69%
Social Studies:	25%	33%
Science:	22%	34%
Mathematics:	6%	9%
Other:	2%	3%

60. For each PALS class that you teach, indicate the number of years you have been team teaching with this partner.
    Regular: Class listed 1st: **1 year**: 68 **2 years**: 25 **3 years**: 8 **3+ years**: 0
    Class listed 2nd: **1 year**: 8 **2 years**: 4 **3 years**: 1 **3+ years**: 0
    Class listed 3rd: **1 year**: 1 **2 years**: 0 **3 years**: 0 **3+ years**: 0
    Class listed 4th: **1 year**: 0 **2 years**: 0 **3 years**: 0 **3+ years**: 0
    Special: Class listed 1st: **1 year**: 50 **2 years**: 14 **3 years**: 1 **3+ years**: 0
    Class listed 2nd: **1 year**: 39 **2 years**: 9 **3 years**: 4 **3+ years**: 0
    Class listed 3rd: **1 year**: 19 **2 years**: 3 **3 years**: 2 **3+ years**: 0
    Class listed 4th: **1 year**: 8 **2 years**: 1 **3 years**: 0 **3+ years**: 0

ATTACHMENT 5
Teachers' Responses to Survey Items
Elementary vs. Secondary
* $p < .05$ ** $p < .01$ Fisher's Exact Test or Chi-Square Test

Student Outcomes

	Question	% Strongly Agree/Agree Elementary	% Strongly Agree/Agree Secondary
2.	PALS students can learn regular education material if presented in a modified way.	97	93
12.	PALS students tend to group together within the PALS classroom.	10	8
15.	Regular students tend to ignore the PALS students.	5	6
16.	As a result of PALS instruction, there is an increased interaction between the PALS students and the regular student outside the classroom.	51	63
18.	PALS students in the regular classroom learn more content in that subject area than in the resource classroom.	72	84
19.	Peer pressure on PALS students to conform to regular students' behavior has a positive effect on the PALS students.	72	81
20.	Regular students notice the differential treatment of PALS students and are resentful.	1	1
24.	PALS students take up more class time than regular students.	49	44
** 26.	The PALS program is providing a better educational opportunity for PALS students than the resource program.	69	88
28.	PALS students would receive more individual help if they were in the resource classroom.	39	30
30.	Only PALS students benefit from a team teaching model.	2	0
* 32.	PALS students receiving less than a "C" grade in that class may be mastering more content area than in a resource classroom.	46	64

** 46. Have all PALS students been successful in the PALS classes?

	Elementary Yes: 63%	Secondary Yes: 37%
If not, why?		
Could not control behavior:	7%	14%
Social skills were not adequate:	0%	3%
Could not comprehend material:	52%	28%
Situation was too stressful for the student:	10%	3%
Other:	31%	53%

48. The majority of PALS students' mastery of content area can be identified as:

	Elementary	Secondary
Above average:	3%	3%
Average:	69%	63%
Below average:	28%	32%
Failing:	0%	1%

61. Please indicate the type of change, if any, PALS students have shown in the following areas as a result of PALS instruction.

Area	Percent of teachers responding improved:	
	Elementary	Secondary
Organizational skills	75	83
** Discipline	66	89
Quality of work	89	87
** Peer relations	66	86
* Involvement in school activities	24	41
Mastering skills	87	84
Ability to work independently	73	76
Self-esteem	87	92
Cooperatively working within classroom	82	89
Interest in school	66	63
Accepting constructive criticism	54	61
** Dropout rate	7	23
** Discipline referrals	38	68
** Attendance	28	51
** Assignment completion	84	66
Asking for assistance when appropriate	79	76
Participating in class discussion/activities	84	84
Time on task	86	80
Graduation rate	3	11

62. Please indicate the type of change, if any, regular students have shown in the following areas as a result of being in a PALS classroom.

Area	Percent of teachers responding improved:	
	Elementary	Secondary
Organizational skills	60	68
Discipline	55	61
Quality of work	70	61
Peer relations	64	67
Involvement in school activities	29	19
Mastering skills	75	66
Ability to work independently	62	48
Self-esteem	64	55

Area	Percent of teachers responding improved:	
	Elementary	Secondary
Cooperatively working within classroom	75	77
Interest in school	57	40
Accepting constructive criticism	51	42
* Discipline referrals	32	51
Attendance	19	24
Assignment completion	62	51
Asking for assistance when appropriate	73	72
Participating in class discussion/activities	80	71
Time on task	73	66
Graduation rate	3	9

Implementation

Question	% Strongly Agree/Agree Elementary	% Strongly Agree/ Agree Secondary
4. Most of my planning for PALS classes is done after school hours.	63	69
8. In addition to the regularly scheduled planning time for PALS teachers, other planning opportunities are provided.	30	22
* 21. It is appropriate to modify assignments for PALS students.	94	81
27. On-going training is needed for the PALS teachers.	64	61
* 35. PALS students should not receive special consideration in determining their grades.	13	29
36. I have sufficient planning time for the PALS curriculum.	26	15
** 39. A common planning time is provided for the PALS teachers during school hours.	39	59
41. Have you participated in any follow-up PALS training sessions?	Yes: 66	Yes: 62
* 42. Did you participate in the introductory PALS training?	Yes: 84	Yes: 96
** If yes, did your training occur before you began teaching in the PALS program?	Yes: 63	Yes: 84

	Question	% Strongly Agree/Agree Elementary	% Strongly Agree/ Agree Secondary
*	If yes, how would you rate the training you received?	Excellent: 32	Excellent: 13
43.	Has the coordinator for the PALS program visited your class this school year?	Yes: 27	Yes: 15

53. Which, if any, of the following modifications are utilized with your PALS students? Check all that apply.

	Elementary	Secondary
** Utilizing supplemental text:	42%	21%
** Providing class notes:	27%	82%
** Providing study guides:	29%	77%
Utilizing modified testing:	63%	67%
Utilizing peer tutoring:	73%	60%
Grouping across ability levels:	81%	74%
** Grouping within ability levels:	52%	21%
Other:	11%	10%

54. Which, if any, of the following modifications are utilized with your regular students in PALS classes? Check all that apply.

	Elementary	Secondary
** Utilizing supplemental text:	40%	19%
** Providing class notes:	26%	71%
** Providing study guides:	29%	70%
Utilizing modified testing:	36%	42%
** Utilizing peer tutoring:	75%	56%
Grouping across ability levels:	80%	74%
** Grouping within ability levels:	54%	26%
Other:	10%	3%

Team Teaching

	Question	% Strongly Agree, Agree Elementary	% Strongly Agree/Agree Secondary
1.	Both PALS teachers provide input into the planning session.	90	93
** 3.	As a result of the PALS program, I feel more comfortable working with students I do not normally encounter in my classroom.	68	93
6.	As a result of the PALS program, I have grown professionally.	85	92
9.	As a result of participation in PALS I have a better understanding of my PALS partner's professional responsibility.	87	89

Question	% Strongly Agree/Agree Elementary	% Strongly Agree/Agree Secondary
10. My partner implies that the PALS students are more my responsibility than hers/his.	6	7
13. My partner does the majority of the planning without consulting me.	8	14
17. My partner helps with the preparation of materials needed for PALS class instruction.	84	86
* 23. Team teaching in PALS is difficult.	15	29
29. I have developed a positive relationship with my PALS partner.	97	94
31. My partner changes plans at the last minute and preempts the lesson without notice.	7	11
33. The special education teacher works primarily with the PALS students.	23	12
34. I am using some of the PALS teaching strategies in classes that are not designated PALS classes.	67	81
** 37. Both PALS teachers participate together in parent conferences.	68	90
38. One of the teachers frequently leaves or is absent from the classroom during PALS instructional time.	2	4
44. Do you and your partner consult on PALS students' progress?	Yes: 98	Yes: 100
** If yes, how often do you have consultations?	Daily: 24 Weekly: 64	Daily: 51 Weekly: 43

** 45. Do you have an established system for recordkeeping?

Elementary	Secondary
Yes: 90%	Yes: 100%

** If yes, what is your system?	Elementary	Secondary
Regular teacher does it for all students:	43%	21%
Special education teacher does it for all students:	0%	5%
Regular teacher does it for regular students and special education teacher does it for PALS students:	4%	1%
Shared responsibilities:	47%	70%
Other:	5%	3%

47. Do you meet with your PALS partner to plan your PALS classes?

	Elementary	Secondary
	Yes: 92%	Yes: 97%

	** If yes, how often do you meet?	Elementary	Secondary
	Daily	6%	17%
	Weekly	76%	41%
	Two or more times per week:	7%	25%
	Monthly:	1%	3%
	Two or more times per month:	8%	9%
	Quarterly:	0%	0%
	Other:	1%	6%

Administration

	Question	% Strongly Agree/Agree Elementary	% Strongly Agree/Agree Secondary
** 5.	I believe that more than one third of all the students assigned to the PALS class are at-risk/low achieving students.	59	78
** 7.	I feel that the total number of students in the PALS class was increased due to the fact that there are two teachers in the classroom.	25	46
11.	The administration at my school supports the PALS program.	80	76
14.	Support from central office for the PALS program has been sufficient.	62	54
22.	The identified PALS personnel at my school is/are sufficient to administer the PALS program effectively.	70	58
25.	The allocated funding for the PALS program is adequate.	12	10
40.	Are the majority of the PALS students in the PALS class identified as learning disabled?	Yes: 86	Yes: 90

49. How were most of the PALS students selected? (Check all that apply.)

		Elementary	Secondary
	Special education teacher recommendation:	71%	74%
	Administrator recommendation:	22%	12%
**	Parental recommendation:	14%	38%
*	Former classroom teacher recommendation:	26%	44%
	Previous year identified as PALS student:	48%	62%
	School-based committee recommendation:	23%	19%
	Other:	8%	7%

50. How many PALS students are in the PALS class? If you have more than one PALS class, check all that apply:

	Elementary	Secondary
0-2:	14%	7%
** 3-5:	62%	26%
** 6-8:	28%	52%
* 8-10:	8%	22%
more than 10:	2%	8%

51. Your involvement in the PALS program was due to: (Check all that apply)

	Elementary	Secondary
Encouragement from co-worker:	21%	33%
* Principal request/assignment:	57%	40%
Volunteered:	53%	64%
Parental pressure:	4%	3%

52. Which, if any, of the following strategies have you used as a part of your team-teaching method? Check all that apply.

	Elementary	Secondary
* One teaches and one gathers observational information on students:	64%	82%
One teaches and one assists students:	92%	96%
** Both teach different concepts at the same time to half of the students, then switch student groups:	44%	12%
* Both teach half of the students the same concept at the same time:	26%	11%
One teaches the new material, the other teaches remedial material:	31%	29%
Both teach new material, but one focuses on modified methods of presentation:	36%	45%
Both teachers present lesson to all students in a planned alternating fashion:	67%	67%
Both teachers present lesson to all students informally alternating instruction:	71%	67%
Other:	3%	4%

General

55. Which type of PALS team teacher are you?
    Elementary: **Regular classroom teacher: 66%** **Special education teacher: 34%**
    Secondary: **Regular classroom teacher: 57%** **Special education teacher: 43%**
56. What grade level do you teach? (Check all that apply.) (All significant)
    Elementary: **K-2: 17 (16%) 3-5: 106 (100%) 6-8: 0 (0%) 9-10: 0 (0%) 11-12: 0 (0%)**
    Secondary: **K-2: 0 (0%) 3-5: 0 (0%) 6-8: 49 (67%) 9-10: 23 (32%) 11-12: 17 (23%)**
57. How many years have you been teaching?
    Elementary: **1 year: 4% 2-3 years: 10% 4-8 years: 21% 9-15 years: 31% 15+ years: 34%**
    Secondary: **1 year: 0% 2-3 years: 15% 4-8 years: 19% 9-15 years: 27% 15+ years: 38%**
* 58. How many years have you been team teaching in the PALS program?
    Elementary: **This is first year: 66% 2 years: 23% 3 years: 10% More than 3 years: 1%**
    Secondary: **This is first year: 47% 2 years: 42% 3 years: 11% More than 3 years: 0%**
59. In what content area(s) are you team teaching in the PALS program? Check all that apply.

	Elementary	Secondary
** Reading/English/Language Arts:	94%	30%
** Social Studies:	15%	45%
** Science:	14%	44%
Mathematics:	7%	8%
Other:	3%	1%

60. For each PALS class that you teach, indicate the number of years you have been team teaching with this partner.
    Elementary:
    Class listed 1st: 1 year: 78 2 years: 18 3 years: 4 3+ years: 0
    Class listed 2nd: 1 year: 28 2 years: 6 3 years: 2 3+ years: 0
    Class listed 3rd: 1 year: 17 2 years: 2 3 years: 1 3+ years: 0
    Class listed 4th: 1 year: 6 2 years: 1 3 years: 0 3+ years: 0
    Secondary:
    Class listed 1st: 1 year: 42 2 years: 21 3 years: 5 3+ years: 0
    Class listed 2nd: 1 year: 21 2 years: 7 3 years: 3 3+ years: 0
    Class listed 3rd: 1 year: 4 2 years: 1 3 years: 1 3+ years: 0
    Class listed 4th: 1 year: 3 2 years: 0 3 years: 0 3+ years: 0

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Authors

Robert Serow
Consultant

Alissa Bernholc
Consultant

Kirk Grotjohn
Evaluation Intern

Karen Banks
Assistant Superintendent, Evaluation and Research

Contributing Staff

Kevin Gilleland
Data Analyst

Buddy West
Evaluation Technician

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